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ABSTRACT

Issues needing improvement in teacher preparation and the teaching profession are examined, and suggestions are made for reform. The paper represents an eclectic view of teacher education based on various resources, including: teacher preparation questionnaires, coursework, recommendations from the American Association of Colleges for Teacher Education, dialogue and interviews with students and professors, government reports, and state reform movements. Topics discussed include the present status of preservice education, professional development programs, and calls for reform. A model is proposed for the preparation and continued education of teachers, encompassing the stages of undergraduate work, internships, graduate study, classroom teaching, master teachers, and school-based staff developers. The paper concludes that the success of this attempt for reform depends upon commitment from those involved with teacher education. References and a descriptive bibliography are included. (CB)

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Teacher Education:
A Call for Reform

Mark H. Zadroga

May 4, 1985

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In April 1983, A Nation at Risk, was released to the public and called upon "all segments of our population...with an interest in and responsibility for education reform to respond." Since I represent a segment of our population, have an interest and feel a responsibility for education reform I would like to respond. I am very interested in teacher education. Interestingly, and somewhat ironically, because of the bad examples I was exposed to as a student I chose to become a teacher. I sought to right their wrongs; to promote a love for learning in every student. However, I soon came to understand a fundamental problem. When I became a teacher I realized the inadequacy of my training and knew if I was struggling to make learning real there were certainly others in the same position or, more unfortunately, had already given up. While teaching for seven years I observed the situation wasn't improving. Not only were seasoned teachers and myself inadequately prepared but those newly employed, as well as young student teachers, were clearly in the same troubled waters. Navigating a ship within these troubled waters in hope of finding a love for learning for each student -- simply what they deserve -- demands every resource one can find. In my experience I found that to let go of the helm so someone can staff develop me with what they think is helpful, generally put me off course.

As a practitioner I can't understand why the areas of preservice and inservice remain separate. One's professional development doesn't exist in separate and detached realms. Teacher education is one realm; that includes preservice and inservice, and should be treated as such. Teacher education must assume responsibility for initial and continual professional development. Think of an athletic coach. He would surely lose every game if he assumed his players' preliminary training was sufficient and failed to provide for continual development throughout their careers. I want to suggest that teaching can be a professional career. By discussing the issues related to teacher education in more detail I will argue a reform for the 1980's. I base this argument on the assumption that we can improve the preparation of teachers and make teaching a rewarding and desirable profession, able to recruit and retain quality teachers.

The Present Status of Preservice Education

The current four-year degree model has been the norm longer than any

other model designed for teacher education. Unfortunately, it has remained relatively unchanged for over half a century. Since then research on teaching and learning has expanded the professional base of pedagogy. When the current model was adopted teachers were rated among the best educated in a community. Now, as a much larger proportion of our population completes college, they no longer occupy such a lofty status.

Presently the schools have been assigned new roles, expanding the scope of responsibilities for teachers; partly, this is due to the fact that society has become more complex, and that school populations are different. Federal and state laws along with recommendations from professional, governmental, and lay groups have forced departments of education, colleges, and schools to modify programs. Some examples are: multi-cultural education, desegregation, programs for the handicapped, and health and substance abuse education. Typically, educators accepted the expanded responsibilities without the resources to meet them. Teacher education programs responded with piece-meal modifications, often lacking adequate coordination and overall direction.

"Much of the criticism about the state-of-the-art in teacher education is based on limited information and understanding. Education has been the target of criticism in popular media, among lay and quasi-professional groups, and in legislatures. Teacher education has been cited as a factor that contributes to the perceived ineffectiveness of schools."[1] But some of the stronest criticisms are being raised by teachers. Unfortunately, research on experienced classroom teachers' reactions to their preparation is minimal. However, a recent questionnaire I administered to a group of twenty-five teachers indicates strong feelings about current teacher training:

- 95% of the teachers thought schools of education should make changes in coursework.
- Over 80 felt changes chould be made in the student teaching experience.
- 70% of all teachers felt their student teachers were inadequately prepared.

In the midst of criticism and doubt is a call to strengthen and improve teacher education; social policy makers and the general public are demanding better

prepared teachers. In a recent gallop poll the public put improving the quality of teachers as number one on its list to improve the education system. It would clearly be a mistake to ignore the potential support available for a thorough consideration of reform in teacher education.

Currently, there are many ideas to change the current model of teacher preparation. One is to extend the present model. The American Association of Colleges for Teacher Education (AACTE) recommends "the content of extended programs should be based upon a reassessment of the appropriateness and substance of the content rather than simply added to an existing teacher education curriculum."[2] A few of the proposed models are:

- Four years plus a one-year internship which yields a Bachelor of Arts
- Five years plus a one-year internship model which terminates with a Master's degree
- Four years plus two more years which requires the entire professional program to be post-baccalaureate.

All extended models are designed to be more comprehensive, rigorous, and delay the candidate's entry into the field.

Extended models have merit and should be further investigated, however they also raise valid concerns. For example, how can an extended program be developed when "after ninety years of research, there is virtually no consensus among either educational psychologists or practitioners about what constitutes effective teaching!"[3] "There's not a shred of evidence that there is any connection between amassed course credits and the quality of teaching."[4] Another, very fundamental flaw in proposed extended models is that they would increase the initial costs of becoming a teacher beyond what the market might bear. "As long as that problem is there we can't have a long graduate program, because the kids can't pay the loans back"[5] with a teacher's salary. Another fundamental flaw of these programs is the better the training a person gets, the more likely a person is going to leave teaching because the environment in which they are required to teach is extremely frustrating. Extended models neglect -- and this is my biggest worry -- the need to deal with the insides of schools at the same time one deals with insides of teacher training programs. The two are inseparable. Unfortunately, the insides of schools fail to encourage one's growth potential and work against a lifelong commitment to teaching.

The Insides of Schools

As a future teacher completes his training under the current program he must ready himself for the plunge! We need to scrutinize the ocean of uncertainty new teachers presently can't avoid. They're submerged in an environment that lacks incentives, is dominated by bureaucratic expectations/ restrictions, steals their time, and lacks an infrastructure that encourages and supports teacher communication and collaboration. "The smart ones and the ones who are well trained in the sense that they really know what's going on say it's hopeless; how can I help kids the way I know they ought to be helped under these conditions. Ironically, when a prospective teacher relates this to an advisor-trainer the typical response is, welcome to the real world."[6] Ideally, the advisor-trainer should be collaborating with the prospective teacher exploring ideas for improving work conditions. Clearly, further discussion of a teacher's work environment is needed to illuminate the frustrations teachers live with.

Incentives can refresh and energize teachers; lack of them creates stale and, in extreme cases, burned out teachers. Regrettably, the latter dominates the teaching profession. Teachers complain that their days are not varied. They feel locked into a system that emulates a factory. Teachers view school as a deprived intellectual community, one which offers little growth and change. They share a painful awareness that their present and future seem all too similar. The status and responsibilities of a young tenured teacher are not very different from a more seasoned teacher. No one feels good about performing identical duties at the day of retirement as they did on their initial day of work.

The usual flow of earnings during the working life of teachers is unstaged -- careerless. An unstaged career that provides a uniform reward schedule based on seniority cannot command continued commitment. The potential upward growth, within teaching, for teachers are few and have little significance in dollars and cents. "Teaching's incentive system is largely insensitive to variations in talent and effort. The dedicated exemplar receives the same salary, vacations, and other benefits as the drone who has retired on the job."[7] Opportunities to remain and enjoy higher salaries usually involve movement into administration. Unfortunately, teaching is a job where the most advanced preparation -- the

doctorate -- generally takes one out of the classroom; strangely where one receives a higher salary for being away from students.

People refer to the ancillary rewards of teaching as incentives. Holidays, vacations, security, and benefits may restrain a person from leaving the field but are unlikely to affect one's performance. Few alternative reward efforts by well intentioned citizens -- letters to the editor, Teacher of the Year award -- prove to be of little consequence financially or in the sense that competition for them among teachers consisted of widely respected norms.

An equally important condition of school, teacher educators must acknowledge are the adjustments teachers constantly make for bureaucratic expectations/ restrictions. The outcome of any form of legislation -- federal, state, local -- is evident, to some degree, in every classroom. "Teachers are caught up in a vast system of regulation, rules, and objectives that are defined for them by policy requirements concerning disadvantaged students, school desegregation, handicapped children, achievement measures, accountability systems, etc..."[8] The plethora of vague and demanding expectations create difficulties for teachers. The grand statements of bureaucracies fail to provide for a process of mutual adaptation between each individual classroom within a school and the bureaucratic powers. They contribute to teachers' sense of non-accomplishment and force them to be a slave of time. This issue encourages conservative concrete outcomes -- cover the curriculum -- and discourages the kind of risk-taking necessary for creativity. Deep, rarely articulated, feelings teachers have about the complexity of their responsibilities emanate from an awareness that they are expected to bring most, if not all, students to a certain level of performance within a designated period of time; an expectation about which they usually have no say. The rushed quality of the school day promotes lectures and textbooks instead of creating challenging dialogue. The development of critical thinking within each student subsides to the pressures of time; if the most advanced have some experience with it a teacher feels somewhat relieved.

The final dimension of teachers' working conditions, although there are more, that teacher education reforms need to consider is the absence of an infrastructure designed to encourage or support teacher communication and collaboration. Schools are organized in ways that limit adult interaction; teachers

work apart from other adults. Opportunities for dialogue are limited; the typical secondary school teacher is in class five out of seven periods and supervising a sixth. One's autonomy actually exists in a context of isolation "rather than a rich personal exchange of ideas and practices"[9] across schools, between groups, or even among classroom teachers adjacent or across the hall. Most teachers never observe instruction in other classrooms. Teachers lack a professional bond that encourages collaborative growth. They are not willing to subject themselves to the criticism of peers, i.e., sharing a grand idea about pedagogy during a faculty meeting, which is usually the only time they're together. Generally, shared ideas are opposed because of personal jealousies and misunderstandings. This decreases their capacity to learn through an interpersonal process. Therefore, teachers continue teaching side by side but separately. Inadequate incentives, bureaucratic restrictions, and the absence of a framework that promotes collegiality discourages many of the best potential candidates from considering a career in teaching. These same factors prompt many teachers to leave the profession after a few years. Teacher reform efforts must "find ways to make the work environment and reward structure consistent with the caliber of teaching service that children need and parents demand."[10]

Inservice Education

Current staff development strategies within the work environment are questionable when one examines them and the reactions they elicit. Generally, their efforts are short term and piece-meal. They frustrate teachers because the programs usually occur as obligations tacked onto a teacher's already saturated day. These addendums create additional obstacles that obstruct teachers from doing what they do best -- what they wish others would respect -- and that is simply teaching. "Most staff development doesn't respond to the everyday frustrations teachers encounter nor their basic problems. Required and imposed in-service is met with deserved cynicism. It is someone else's notion of what one needs."[11]

Naturally, school districts define staff development in their own terms. For some this may mean that staff development is performed by each principal, who traditionally was the principal teacher. For others, district-wide staff developers who previously had the title curriculum coordinator now fill the

new role without any new responsibilities, and a select few have school-based developers. Furthermore, depending on who or which group has the responsibility for staff development, very different approaches may be developed. Moreover, most school systems don't even give systematic attention -- definition -- to a comprehensive program of school staff development. They may give a few workshops, provide some supervision to help teachers, but these are merely gestures. Active district involvement usually comes in response to a specific program whose primary purpose is some need other than professional growth. "The training is linked to the program need rather than the teacher's need. The two don't necessarily coincide."[12]

Staff development that takes place in the form of additional college courses are viewed by teachers as unproductive. Although they improve their professional status, course taking contributes little or nothing toward the improvement of their teaching. "Teachers want offerings that are pertinent to individual needs, and substance that has immediate and direct application to their own class."[13] Clearly then, sending teachers off for so-and-so many credit hours at the local college doesn't change the world for children in any one school system.

Popular Topics in Professional Development Programs

School systems are pursuing other strategies aimed at professional development. Merit pay, career ladders, and Master Teacher programs are all popular topics. Those that pursue merit pay as a method to promote improved teaching efforts soon find the criteria for deciding on what makes for good teaching are inadequate. The evaluation process is uneven. It is a process that is often divisive;it destroys the espirit de corps of the teaching force. Schooling is a very interdependent process. "Teachers rely on those who instruct other grades or subject levels to do work well so that the final product of this education assembly line is a well educated student. Moreover, teachers constantly cooperate with other staff and adjust their teaching practices to larger program or school goals."[14] Merit pay also fails to encourage marginal teachers to do better. It is a reward for only stellar teachers.

Master teacher and career ladder programs vary in structure and have faced difficult issues in the past. Some examples are:

- Teachers were unprepared for the mentor relationships with other teachers.
- Parents were concerned that the best teachers were being removed from the classroom.
- The relationship between master teachers and administration was unclear.
- AFT and NEA opposed both merit elements and hierarchy of master teaching plans.
- Programs were implemented without adequate resources for research or evaluation of their effects.

"At present, 41 states are investigating systems of salary increases and career advancement, some as part of a several tiered certification structure ranging from provisional certification to permanent certification ranging over a 5-7 year period."[16] Concerns exist whether these programs can avoid the problems of previous efforts.

There are even Merit School plans. Florida has a plan that rewards the top 25% of schools within their districts. Unfortunately, this increases divisiveness among schools because it rewards those that are already successful. California offers grants for teachers to develop their own curriculum. However, the proposal process is so extensive that grant money becomes less attractive.

The Call for Reform

A combination of inadequate training and complex conditions in the work environment make it difficult to bring about change through inservice training. Contemplating these issues we may begin to understand that we have been approaching teacher education in a myopic sense. Educators consistently take on expanded responsibilities without considering alternatives to the parameters of their traditional domain. In short, there is a need for a new perspective. By looking freshly at these issues salient approaches will surface. First, it is necessary for teacher education/professional growth to "be given its rightful place as part of a total school and system design aimed at maximum instructional effectiveness and pupil growth."[17] We must deal with the inside of schools at the same time dealing with teacher education programs. I suggest we unite these traditionally separate entities to create a professional career comprised of stages, new challenges, and rewards that avoids the mistakes of the past. I

base my argument on the following premise: what makes for better teaching is not our traditional approach of improving preservice and inservice independently by raising and imposing new standards. Rather, professional development is an ongoing process and the quality of teaching is directly related to the personal investment one makes. People who invest themselves intensely in this highly humanistic field will flourish in an opportunity for a professional career. The success of this reform depends on the cooperation, collaboration and support of people in the community, schools, and colleges with assistance from the state. It will clearly demand a financial commitment from all supporters. Inevitably, the rewards of this reform will outweigh its costs in terms of benefits students receive from improved teacher quality and performance.

Proposed Model

Undergraduate work

The proposed model begins at the undergraduate level with two basic assumptions: first, initial preparation of a teacher is "eduction for lifelong learning rather than a completion of training for lifelong practice."[18] Secondly, "improved teaching efforts develop when people think hard about the process of education by making them think hard about the process of their own education."[19] Future teachers -- along with their college advisors -- should develop a personalized recipe for their own education that speaks to their goals. Their education "should be a cohesive, planned program -- not merely an accumulation of courses scattered across a number of departments."[20] Naturally, there may be required courses, i.e. psychology. In addition, because of this model's design it would be helpful for future teachers to consider an organizational development course to understand organizations and how to bring about change. However, the thrust of these assumptions is to hold prospective teachers accountable for their own education, thereby eliminating unwarranted courses.

A word needs to be mentioned here about teacher educators. Unfortunately, teacher educators rarely model any form of instruction except didatic. "Scenarios in which master carpenters train apprentices in cabinet-making without themselves possessing cabinet-making skills are unthinkable, as are scenarios in which physicians teach clinical medicine without being able to treat the patient. Those who instruct others in skills of teaching should be recognized as skilled teachers."[21] In short, teacher educators should practice what they preach.

Internship

Upon graduating a future teacher would be issued a provisional teaching certificate. Through collaborative efforts among colleges and local school districts, teachers would be hired as interns -- paid as a first year teacher -- based on the districts' anticipated future demand for additional teachers. Once a prospective teacher secures employment as an intern he is coached by an assistance committee composed of the principal, cooperating mentor, school-based staff developer, and a teacher educator. Teacher educators should be

included because "those who preach bear the responsibility for practice and for guiding others toward that practice."[22] The committee would meet approximately once a month with the intern to provide support, assistance, and time for reflection on current practices. During the intern's second year, the committee meets every six weeks, and in the final year the support group meets every other month. Interns would naturally be evaluated, however evaluations are to be used as a means of self-improvement. The role of the evaluator -- principal -- is to be "coach rather than umpire."[23] The evaluation should be used as one of the criteria for reappointment. Major emphasis for reappointment rests with the support group's assessment. Favorable evaluations would reward interns with a salary increment. In other words, if they are retained they would progress along the traditional salary scale.

The intern would work his entire three-year provisional appointment under the auspices of cooperating mentors. The district would need to make an effort to match interns with mentors who are mutually compatible. Initially, the mentors -- master teachers -- would need to meet with the school assistance committee -- of which they will be a part -- to clarify their roles and prepare for their responsibilities. Mentors would not be required to serve on any additional committees or assume ancillary school responsibilities. A mentor is responsible for the professional development of their intern. Their role is very personal and supportive and it gives the intern a much better chance of succeeding. Clearly, they know the system and can show how to make things happen.

Each year the intern would work with a different cooperating-mentor and if possible at a different grade level. Through these experiences an intern comes to understand that professional development is an on-going process and in order to improve one's practice one has to be in the classroom, "contending with real-life situations, and getting feedback from someone who is more experienced, confident, and successful at it than he, about how the task might have been better performed, about why this or that activity seemed more or less productive and if alternative approaches might have done better with it."[24] Similarly, "the way you get to be a better tennis player is to get on a court with someone who is better than you."[25] Real situations with immediate feedback

improve one's game. Following a successful three-year paid internship the intern would move to the next stage of his career.

Graduate Study

The intern now has accumulated three years teaching experience, the support of the district, and under the traditional system is a candidate for tenure. However, under the proposed model having the support of the district gives one the opportunity to pursue full-time graduate study. Local school districts affirm their belief in each intern by paying their entire tuition, after securing a commitment that the intern will return and teach for an agreed duration. During graduate work one may begin to build bridges between theory and practice. In graduate school a practitioner has the time and opportunity to increase his repertoire of theoretical connections. Theory provides more reliable, broader, and systematic understandings of basic aspects of education that helps to develop insights into old problems and quality perceptions of new concerns. Clearly, during graduate study and previous internship one has been, in John Dewey's words, a "student of teaching."[26] After a Master's degree is attained, an intern enjoys many rewards: one receives full certification, a tenured position, and a salary that reflects one's achievements -- B.A. plus a Masters -- and time invested — three-year internship. Therefore, one's re-entry to the classroom is accompanied by a higher salary and increased status.

Classroom Teaching

While fulfilling one's commitment to the school district one would be free to shape their own work with their own students characterized by less stringent district mandates. A teacher of this caliber has earned the right to maximize student achievement through his own creative curriculum. Collaborative school efforts should be explored to increase the amount of time one can devote to their own class or classes. This effort can be achieved by rearranging the priorities in the school and making compromises. For example, "high school teachers can't teach 160 kids effectively. They can't grow to know them in a workday typically comprised of five teaching periods and a sixth supervision period. The social studies teacher can teach them both social studies and English and the English teacher next door will teach them both English and social studies. Instantly they have 80 students each; without additional costs

to the school. Each teacher would see the same 80 kids twice as long as any one of the 160. The compromise of this example is that the social studies and English teacher both have to teach two subjects. Each teacher must increase the domain of his/her practice, which is no trivial compromise."[27] Another possibility to increase time for teaching is to extend the school year for teachers. Schools could use the month of July to: order supplies, consolidate student records, decide on class assignments, clean their rooms, conduct book inventories, attend end-of-year luncheons, work on curriculum development, and generally gather all loose strings. Teachers would receive another month's salary and more importantly could now use the month of June as an instructional month.

During this current stage of a teacher's career, they would be encouraged, although not required, to pursue research grants for developing different approaches -- assisted by college researchers -- to practice what would take place within their classrooms, for their own students. "Collaborative research that puts together teachers and researchers represents a new approach to the professional development of teachers."[28] Presently, Massachusetts has included a section in their current House Bill 5900 that calls for the establishment of a School Improvement Fund/Council. These funds can help relieve the constant complaint from practitioners that theory doesn't relate to practice. Previously they haven't had sufficient opportunities to bridge theory and practice by using it in their classrooms with their kids. In short, they haven't been close to it. When funds are finally made available to practitioners to do the kind of research that supports their interests they will grow closer to theory.

Teachers could also develop a Teacher Center to promote professional growth through the exchange of ideas and literature, and working on collaborative projects. Generally, exposing themselves to the important contemporary views of children's learning, teachers can strengthen their pedagogy.

Master Teacher

Following four years of favorable evaluations by an evaluation team -- the principal and two peers -- a teacher would be recognized as a Master teacher and receive a salary increment. At this time teachers would enjoy some options. They could pursue a sabbatical for doctoral study. Unfortunately, the already high costs of this program would not permit a local school district to finance

this option. However, if the district had program areas that needed development and were related to one's doctoral interests, the district could retain that person as a consultant. Another option master teachers could pursue would be the role of mentor for interns, providing them with feedback, assistance, support and opportunities to network and attend workshops. Contributions from interns -- working with groups, teaching entire lessons -- could give a mentor additional freedom to continue classroom research and pursue other interests. However, a mentor's major responsibility -- second only to his students -- is the professional development of his intern. A final option master teachers may consider is to remain a classroom teacher who concentrates on teaching and classroom research.

School-based Staff Developers

A school district would also need to invest in a school-based staff developer to maintain and coordinate this program. The staff developer would be central to the success of the internship program; acting as liaison to colleges, being a member of the intern-assistance committee, and helping mentors clarify and prepare for their role. A staff developer is essential to school research programs. They help teachers develop ideas, secure grants, and coordinate the collaborative efforts of teachers and researchers. Staff developers work one-to-one with tenured teachers, encouraging and developing their ideas, and providing support from a non-evaluative position. This person may also promote and coordinate Teacher Center activities. The program may also require schedules to be arranged so teachers who share common interests can be free at the same time of day -- prep. periods for secondary schools and gym, art, or music periods for elementary and middle schools. Parent involvement efforts that relieve teachers of ancillary responsibilities -- clerical tasks, bus and cafeteria supervision -- will have to be coordinated.

A major responsibility for the staff developer is to research the impact of this proposed model on teaching effectiveness and improved student learning. This task will demand collaborative efforts among the school district and college researchers to achieve valid and reliable data. Results will reinforce developing concerns, illuminate previously darkened corners, and therefore, help in the program's continual redesign and implementation.

A crucial area a staff developer could become involved with is the development of a coalition of teachers, administrators, and teacher educators "whose sole purpose is to see that legislative bodies are properly informed, advised, and influenced with respect to teacher education." [29] Without people to inform legislators, politicians will only pay attention to education when they have to. Delivering a unified message could lead to legislation that financially supports the design, development, and evaluation of the proposed model.

Conclusion

This perspective represents an eclectic view of teacher education based on various resources I have been fortunate to explore: teacher preparation questionnaires, readings from coursework, AACTE recommendations, dialogue and interviews with students and professors, government reports, observations of state reforms, and critical reflection. "For the most part the ideas are not new and have been debated in educational circles for years. That teacher preparation is inadequate, that incentives for excellence in teaching are poor, and that teaching has no career are widely noted facts deeply rooted in the history of this profession."[30] However, the call to approach teacher education in a broader sense has revealed, in my opinion, a salient reform.

Certainly there are wrinkles in this reform. For example, the criteria to predict anticipated future demand for teachers may not be comprehensive. Also, the model suggests a Masters program of one year; a participating college might have to rearrange their program to adjust. Some other wrinkles are: the notion that one is locked into a commitment if one accepts the terms for graduate study; even with strong community support initial costs may prove to be excessive and state support may be too slow in developing. Any innovation, however carefully thought out, will have wrinkles in it. "Unless the implementation of change is accompanied by a spirit of inquiry,"[31] then, as difficulties arise people will quickly adopt a doubtful attitude.

The success of this reform depends on one word — commitment. The magnitude of the collaborative efforts and financial support from community members, school districts, administrators, teachers, colleges, and the state will determine whether teacher education becomes a professional career. The lack of one is a major impediment to high quality teaching and improved student learning.

Notes

1 A.A.C.T.E. Educating a Profession: Extended Programs

2 Ibid.

3 Johnson, Susan. "Performance-Based Staff Layoffs..."

4 Sizer, Ted. Notes from a personal interview

5 Ibid.

6 Ibid.

7 Sykes, Gary. "Public Policy and the Problems of Teacher Quality"

8 Howe, Harold. "Improving Pedagogy"

9 Lortie, Dan. Schoolteacher

10 A.A.C.T.E. A Call for Change in Teacher Education

11 Cooper and Leiter. "How Teacher Unionists View Inservice Education"

12 Ibid.

13 Ford Foundation. "Staff Development Report"

14 Johnson, Susan. "Merit Pay for Teachers..."

15 Freiberg, Jerome. "Master Teacher Programs..."

16 Lieberman, Ann. Center on Teacher Quality and Effectiveness-Proposal

17 Cooper and Leiter. "How Teacher Unionists View Inservice Education"

18 Joyce and Clift. "The Phoenix Agenda..."

19 Sizer, Ted. Notes from a personal interview

20 A.A.C.T.E. A Call for Change in Teacher Education

21 Joyce and Clift. "The Phoenix Agenda..."

22 Ibid.

23 Johnson, Susan. "performance-Based Staff Layoffs..."

24 Howe, Harold. "Tennis and Teaching"

25 Ibid.

26 Dewey, John. John Dewey on Education.

[27] Sizer, Ted. Notes from a personal interview

[28] Lieberman, Ann. Center on Teacher Quality and Effectiveness - Proposal

[29] Kleine and Wisniewski. "Bill 1706..."

[30] Sykes, Gary. "Public Policy and the Problems of Teacher Quality"

[31] Joyce and Clift. "The Phoenix Agenda..."

Descriptive Bibliography

AACTE A Call for Change in Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, 1985.

The National Commission for Excellence in Teacher Education has made 16 recommendations organized around the following themes: supply and demand for quality teachers; programs, accountability, and resources for teacher education; and conditions necessary to support the highest quality of teaching. They are calling for longer and more rigorous training programs for prospective teachers. Specifically, I found the following valuable: they support peer review and recommendation in the licensing process; they recommend that states plan to develop collaborative efforts among schools and colleges to help new teachers be successful; they called on the states to develop and evaluate experimental teacher education programs; and they refer to teacher education as a continuing process of career development.

Sykes, Gary. "Public Policy and the Problem of Teacher Quality: The Need for Screens and Magnets." Handbook of Teaching and Policy, New York: Longman, 1983.

Gary Sykes discusses the problem of extending programs is that they would increase the costs of becoming a teacher. Graduates of schools of education would find it very difficult to pay back loans, for more coursework, on a teacher's salary. He points out very clearly that if teaching is decreasingly attractive to young people, then notions of restricting entry and raising standards are futile. Sykes advocates new positions, and uses Britain's master teacher and head teacher roles as examples. Through these descriptions I came to understand and accept these notions. He also helped me to see that my concerns for teacher education have been around for some time; he points out they "are widely noted facts deeply rooted in the history of this profession."

Joyce and Clift. "The Phoenix Agenda: Essential Reform in Teacher Education." Educational Researcher, April 1984.

Joyce and Clift relate specific substantive propositions for changes in the liberal, technical, and social dimensions of teacher education. But most importantly for me is their firm position on professional development that reaffirms my feelings. They feel that a "continuous connection with intellectual sources of educational reform, regular study of teaching, and extension of knowledge through liberal studies should continue through the life of the teacher." Moreover, "persons who cease to work to improve their competence should cease to be certified even if their performance is satisfactory."

Lortie, Dan C. Schoolteacher. Chicago: The University of Chicago Press, 1975.

Dan Lortie, through his book, provided an opportunity for me to gain a comprehensive understanding of teachers, their personal values, and the role the school environment plays in their performance. Being a practitioner, all I had to do to elicit further support for his findings was some introspection. For example, the issues of rewards, teacher autonomy, and isolation all spoke to an environment I lived in for seven years. It wasn't until I read this book that I heard them articulated.

Howe, Harold. "Tennis and Teaching - Revisited". Remarks to AASA-NASE Seminar for Deans of Education. Las Vegas, Nevada, September 1971.

Thank God for this article-- after all the literature I consumed trying to understand staff development for new teachers. The following analogy summarized its central purpose: "The way you get to be a better tennis player is to get on a court with someone who is better than you." Real life situations with immediate feedback improve one's game. This idea has reinforced my conviction that future teachers need to spend longer periods of time in the classroom. However, I want to add that the person who is the better has to be willing to assume the role of a coach.

Sizer, Ted. Notes from a personal interview. Rhode Island: Brown University, April 1985.

This interview proved to be a very valuable learning experience. I went into the interview advocating extended programs and left with a lot of doubt about my advocations. It was Ted Sizer who tactfully expanded my knowledge and helped clarify my thinking about teacher education. I am convinced that you have to deal with the inside of schools at the same time you're dealing with the inside of teacher training programs. The two are inseparable.

Dewey, John. John Dewey on Education. Edited by R.D. Archambault. New York: Random House, 1964.

It is John Dewey who started this ball rolling for me. Dewey points out two aims in teacher education. The aim of apprenticeship is to form and equip the actual learner; the aim is immediately as well as ultimately practical. Th aim of laboratory is to supply the intellectual method and material of good workmanship, instead of making an on-the-spot workman. The most valuable aim is the latter. Teacher educators need to recognize that teacher candidates must, in Dewey's words, become a "student of teaching."

Freiberg, Jerome H. "Master Teacher Programs: Lessons from the Past", French, Russel L. "Dispelling the Myths About Tennessee's Career Ladder Program", Schlechty, et al. "The Charolette-Mecklenburg Teacher Career Development Program". Educational Leadership, December 1984/January 1985.

This series of articles provided insights to master teacher programs. The Charlotte-Mecklenburg and Tennessee articles both offered two microviews of current efforts. They discuss the reasons for their development and their organizational structures. Each article relates how ones career advances. The article by Freiberg offers insights to master teacher programs of the past and relates reasons why early efforts failed.

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